

Unit Plan

Where in the World?

Big idea

We are part of a global community - we can visit new places to widen our experiences

Learning Areas (highlight relevant areas)

English	Maths	Social Sciences	Science	Technology	Health/PE	The Arts	Maori
Listening Reading Viewing Speaking Writing Presenting	Number & Algebra Geometry & Measurement Statistics	Identity, Culture & Organisation Place & Environment Continuity & Change Economic World	Nature of Science Living World Physical World Material World Planet Earth & Beyond	Technological Practice Technological Knowledge Nature of Technology	Personal Health & Physical Development Movement Concepts & Motor Skills Relationships with Other People Healthy Communities & Environments	Dance Drama Music Visual Arts	Listening Reading Viewing Speaking Writing Presenting

Values

Excellence
Innovation, Inquiry, and Curiosity
Diversity
Equity
Community and Participation
Ecological Sustainability
Integrity
Respect

Key Competencies

Opportunities will be given for all Key Competencies to be developed. We will focus on the highlighted one(s).

Thinking
Relating to Others
Using Language, Symbols, and Texts
Managing Self
Participating and Contributing

Achievement Objectives

To begin to use sources of information to begin to express ideas (English Level 1)
To investigate visual ideas in response to Visual Art (L1)
To explore and describe natural features and resources motivation
To share ideas through own and others images (Visual Art)
Explore and describe natural features and resources (Science)
Understand how places in NZ and significant to individuals and groups (Social Sciences)
Outline a plan to support the development of an outcome and identify the appropriate steps and resources.

Deep Understandings and Thinking Skills

Students will be able to explain how:

- they found information for their brochure/poster - Using White Thinking Hat to gather information
- they interpreted the information they found - Using White Hat
- they went through the process of creating their final product

- they evaluated their own work - using Yellow, Black and Red Thinking Hats and HOM - Applying past knowledge to new situations

Tuning in - Week One

Where in the world do we live, where in Manawatu?

Where is that in New Zealand? Get to know NZ map - what does it look like? Where are the main cities? Where is our nearest town/city?

Week Two

Where in the World in NZ?

Look at the map of the World using atlases. Locate NZ, find nearest neighbours, surrounding seas. Find continents - T model completion of a blank map. Children to complete own.

Find where in the World Brightwater School is - Wiki buddies. Respond to message.

Week Three

Class discussion - When we plan a visit to a new place what do we need to find out before we go there? Use White Hat - record as a list in Class Topic.

View posters and brochures promoting a place to visit (NZ). Decide what it is that makes the poster/brochure eye catching and make us want to read more.

Review chart compiled by class in 2008 "We think a good poster has..."

Review poster rubric - as above.

Children design a practice poster during Visual Art - context - Keeping Healthy in the Winter.

Week Four

Critically review poster so far (individually), complete or add to

Evaluate poster with Talking Partner - using Yellow and Red Thinking Hats (Oracy)

Class discussion - Things we like to do on holiday. Record in class Topic Book.

View travel brochures in groups. Discuss what makes them appeal. Record ideas. Review as a class and make a class list of our important ideas.

Second Poster - context - Book promotion "The Twits" by Roald Dahl (Currently being read in class). Poster completed during Visual Art.

Week Five

Finding information - Using internet to find information on specific locations. Begin with i Sites. T model - Feilding.

Using information found on internet - note taking using information from photos and some text - eg opening times, admission charges and particular features for places of interest. T. model.

Week Six to Ten

Evaluation of posters from previous week - with Talking Partner - using Thinking Hats - Yellow, Black and Red and also chart and rubric devised by class previously.

Continue to locate and use information on chosen locality.

T modeling how to use information in brochure/on poster.

Design a Rubric for brochures assessment - Y3 and T

Children to complete own Rich Task assessment - ind/with T.

Present final product to class

Evaluate - self/peer - as class (T. to record comments)

Prepare to share with other classes.

Resources

Atlases and wall maps
Commercial brochures and posters, postcards
Internet, email, Room Two wiki
Photos
Art resources

Assessment

Year Three students - Travel brochure promoting a place to visit within NZ. Assessed against criteria on rubric devised by students and teacher

Year Two students - Poster promoting four places of interest to visit in Feilding. Assessed against criteria on rubric devised by students and teacher.

Year One students - Poster promoting a place of interest in Feilding - Teacher supported as necessary. Assessed against criteria on rubric devised by students and teacher.

Evaluation of Unit

Building the knowledge basis around where in the World NZ is and indeed where we live was vital in beginning this unit. Having an opportunity to develop the children's understanding of the concept of posters was invaluable. It was evident in those children who were in the class last year that they had built on their skills. Although I perceived that the concepts of layout and presentation would be much the same for the students creating a brochure, the task was considerably more challenging. Although they were able to independently find sites with suitable information, choosing what was appropriate was a lot more challenging. If the children had had greater background knowledge of the place they had chosen this may have been easier. I chose to model a brochure on Wellington as we had an overnight stay there in 2008 and thought this would aid them in their work. Apart from using the internet to gather and use information the IT component of the unit did not really work. We had difficulty connecting the data projector to the computer for the first three weeks and then did not get into the habit of using the wiki and emailing Brightwater School as I had intended. This is a time and management issue and needs to be addressed by the teacher. The students enjoyed finding out about different places and were enthusiastic throughout. The most challenging part of the unit for the teacher was time and dividing it amongst the students working independently.